

Language Acquisition for the Masses Through Cooperative Talk

OELAS Conference
December 7-9, 2016

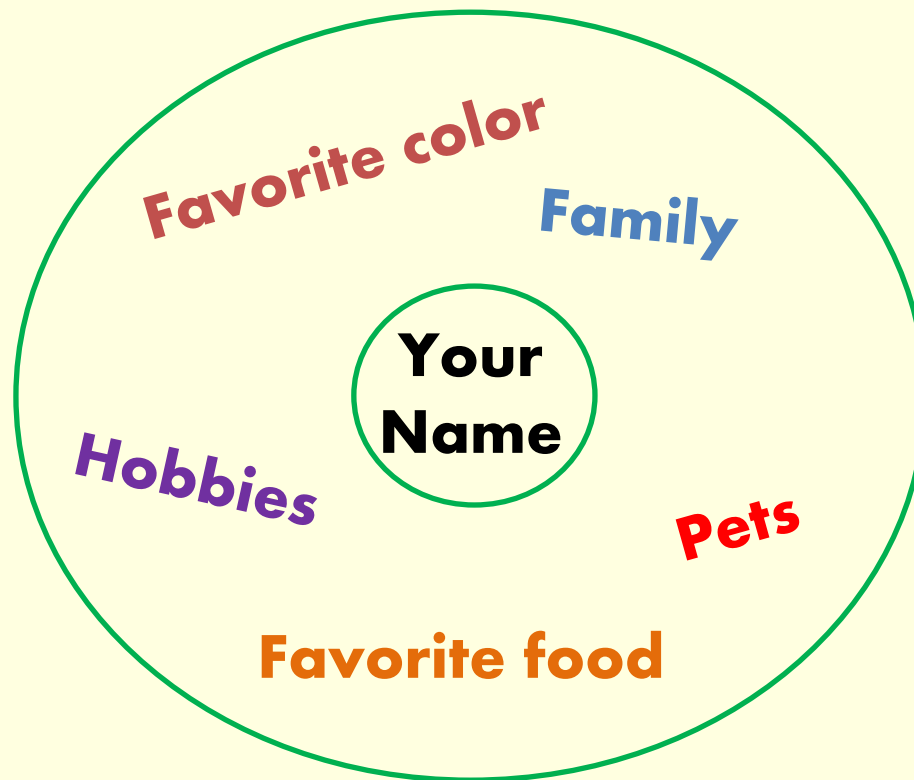


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All ABOUT Me

Using **ONLY** pictures, create a circle map to share at least 3 things you want others to know about you.





mix to the
music



when the music stops
find a partner
hands up!



share with
your partner.



Greet your partner

Hello, my name is your name.

Partner A-use the pictures on your poster to share the information about yourself.

Partner B may Ask clarifying questions,
if needed

When the timer ends,
Partners switch roles



Partner Up!



Rally Robin

In pairs, students alternate generating brief oral responses.

RoundRobin

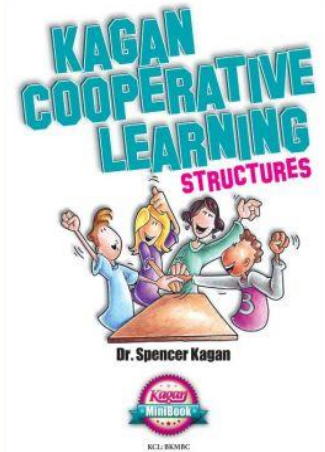


In teams, students take turns responding orally.

Timed Pair Share



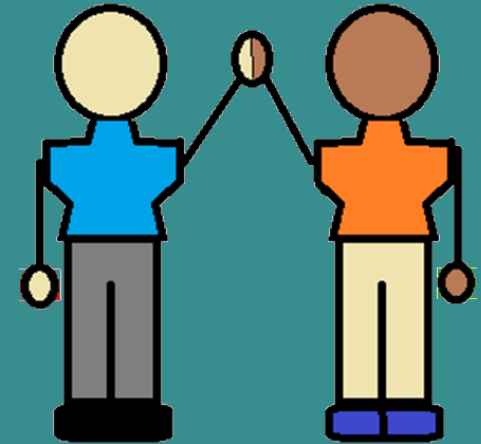
In pairs, students share with a partner for a predetermined time while the partner listens. Then partners switch roles.



Create Productive Partners and Groups

Random Pairing-may or may not provide support

- Teambuilding, Classbuilding
- Limited academic demands



Deliberate Pairing-provides support

- create a supportive range-Don't pair extremes!
- High with Average, Low with Average, etc.
- include an exceptionally low student in a trio
- Pairing can be deliberate, and discrete

Think about Task Complexity...

Random Pairing

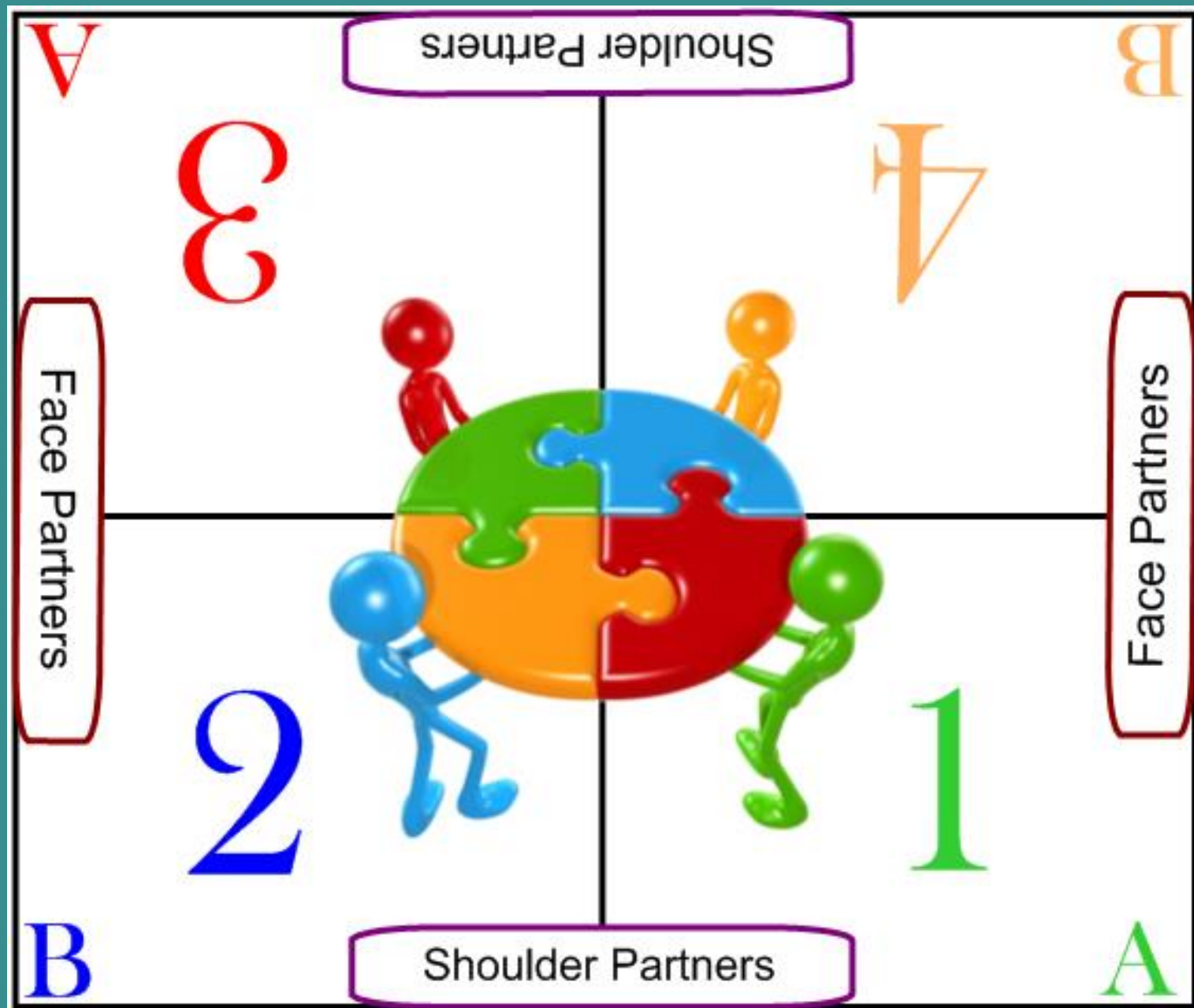
- Mix Pair Share
- Stand Up, Hand Up, Pair Up

Deliberate Pairing

- Table Groups
- Mix and Match



Table Groups



Productive Partner Responsibilities



- Listen attentively to your partner's ideas
- Let your partner know if you do not understand his/her ideas
- Provide constructive feedback-contribute thoughtfully
- Remember your partner's ideas

The 4 L's

L = Look at your partner's eyes



L = Lean toward your partner



L = Lower your voice



L = Listen attentively





Look At Your Partner



Strong eye contact signals:

Interest

Respect

Confidence

Politeness

Willingness to listen





Lean Toward Your Partner

Leaning toward your partner signals that you are focused and paying attention



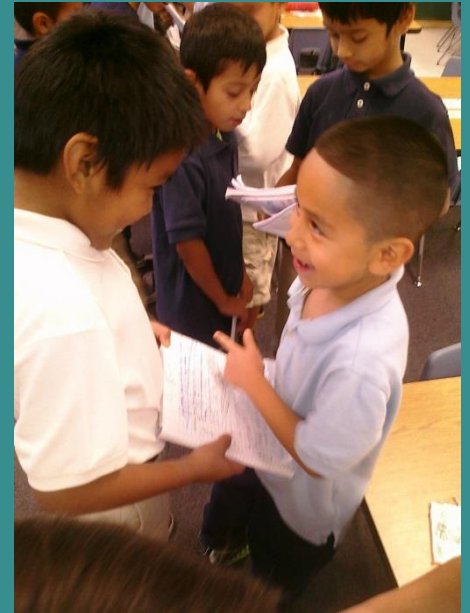
Leaning back, away from your partner, signals boredom and disinterest in what is being said.





Lower Your Voice

Use a private voice that is loud enough for your partner to hear you...



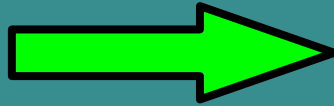
but not so loud that it bothers others nearby



Listen Attentively

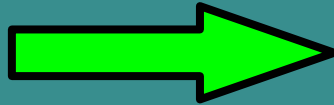
You are responsible for listening to, and understanding, your partner's ideas.

If you don't hear their idea



ask them to repeat it

If you don't understand their idea



ask them to explain it



Repeat your partner's ideas using your own words to show you understand

Set up Accountable Tasks

Don't say...

Can anyone tell me _____?

Would anyone like to share?

Turn and talk.

Share your answer with your partner.

Discuss this question in your group.

These kinds of questions/directions
do not provide any structure or
accountability for student responses.

Tasks to Structure Accountable Partner Listening

Non-Verbal Response: Look, Lean, Nod

Written Response: Take notes on your partner's idea



Verbal Response: Ask clarifying questions



Restate partner's idea

Compare ideas

Say something affirming

Report partner's ideas to class

Rally Robin

RoundRobin



**What will you do to create
productive partners and
accountable tasks in your
classroom?**

**Go around the table, each
person shares one idea.**

I will verb phrase .

**Sentence Frames can add structure to
both verbal and written responses**

BEWARE

**Not ALL "Sentence Frames"
are created equal!**

Cloze Sentences



Sentence Frames

Sentence Starters

Cloze Sentences

Usually ask for a one word response
and have only one correct answer.

A _____ names a person, place, or thing.

The three primary colors are red, _____, and _____.

Cloze sentences may be used for
assessments, but not for practicing
language skills.

Sentence Starters

The main character in the story demonstrates kindness when _____.

Requires multiple word answers and allows for different responses...

but it does not always provide a reliable language scaffold, and can lead to practicing incorrect English.

Potential incorrect responses:

- they give cookies.
- shares with others.
- she helping her friend.

Sentence Frames

Provide and model a specific language target to ensure students are practicing correct English

The main character in the story demonstrates kindness when he/she (verb + s).

Language Target: 3rd person singular, simple present tense, correct subject pronoun reference

"The main character in the story demonstrates kindness when she shares the cookies with her friend."



Timed Pair Share



Why should you use a
Sentence Frame rather
than a Cloze Sentence or
a Sentence Starter?

- Partner A shares
for 1 minute
- switch roles

Language Functions

Why do we talk?



What do we say?

Statements • !

- ★ use social courtesies
- ★ offer to help someone
- ★ share information
- ★ express a thought or opinion

Questions ?

- 😊 ask for permission
- 😊 ask for help
- 😊 ask for information
- 😊 make a request

Find a Friend

☆ use social courtesies
😊 ask for information








Mix, ask questions, find friends to sign your sheet.



May not speak to the same person twice!

Name: _____ Date: _____

Find a Friend
Find a friend that meets the following criteria.
Introduce yourself and ask them to sign your paper.

 wears tennis shoes.	 wears a belt.
 wears a shirt with buttons.	 plays a sport.
 speaks another language.	 uses a pair of glasses.
 owns a dog.	 owns a cat.
 is a girl.	 is a boy.

Find a Friend

★ use social courtesies
😊 ask for information

Provide a sentence frame

Simple present Interrogative:

"Do + subject pronoun + verb + ROS?"

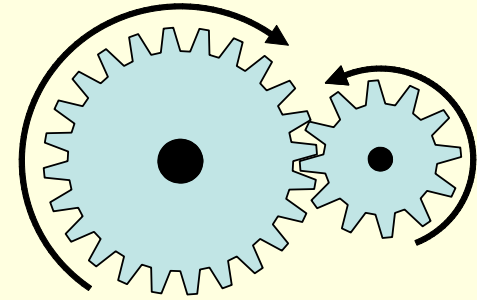
Provide a model

"Hello, my name is _____."

"Do you own a cat?"

"Will you sign my paper please?"

Function Junction



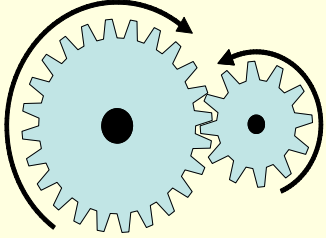
This strategy presents a social scenario and asks students to generate an appropriate response in the form of a question.



Questions ?

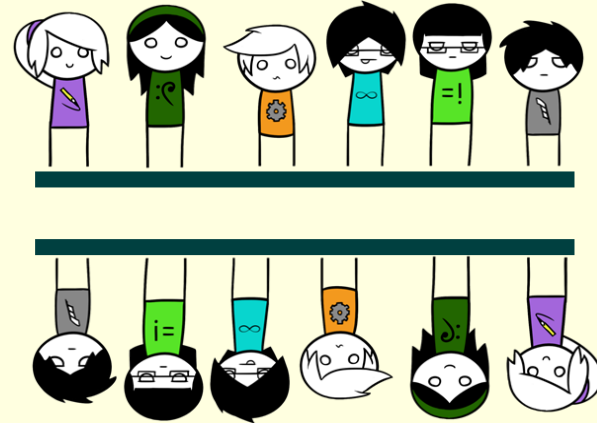
- 😊 ask for permission
- 😊 ask for help
- 😊 ask for information
- 😊 make a request

Function Junction Steps



- * present scenario to students, ensure they understand it**
- * provide students with think time**
- * solicit responses from students & provide guided instruction as needed to ensure correct sentence formation**
- * Use a cooperative learning structure to allow students to role play with different partners.**

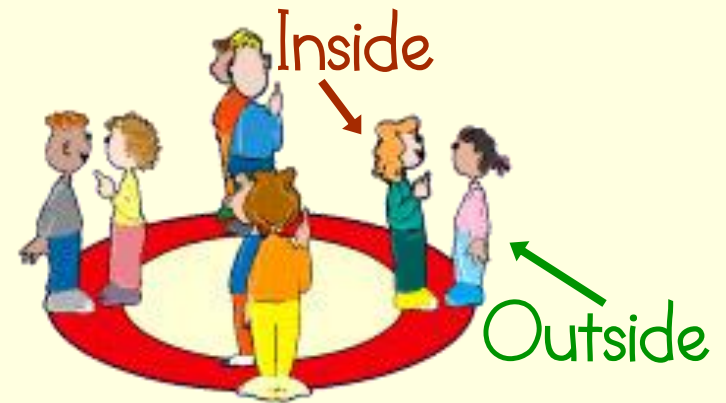
Line Up



- ❖ **form two lines facing each other**
- ❖ **partners share**
- ❖ **slide the line**
- ❖ **new partners share**



Inside Outside Circle



❖ **partners share**

❖ **rotate circle**

❖ **new partners share**



★ express a thought or opinion



This or That

This strategy requires students to choose between two possibilities and provide a rationale, for their choice



or





This or That Corners

1. Present students with two choices and provide think time
2. Students make choice and move to appropriate corner
3. Students form groups in corners and share rationales
4. Solicit responses from both groups, provide guided instruction as needed to ensure correct sentence formation
5. Use a cooperative learning structure to allow students to share complete responses with different partners-Line up, Inside Outside Circle, Mix Pair Share

Corner Groups sharing

Break corner groups into smaller
groups of 4-6 students



Students take turns sharing
the rationale for their
choice. continue around
group until time is up

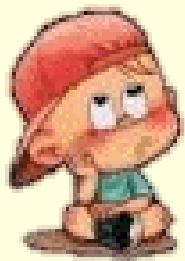
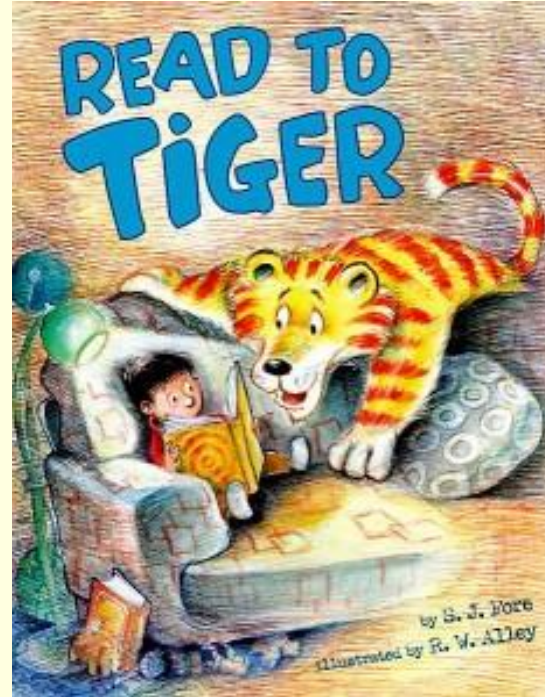
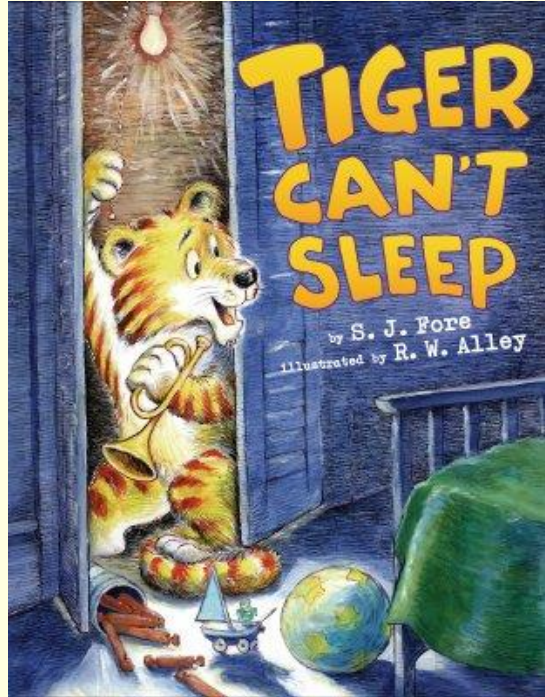
Complete Response sharing

Use a partner sharing structure to allow students to share complete response



Line Up — Inside Outside Circle — Mix Pair Share

Some Literature Examples



How can you use
This or That or Function Junction
in YOUR classroom?

WRAP UP

- ☐ **Use Cooperative learning structures to get kids talking and moving**
- ☐ **Consider the task when choosing a pairing structure**
- ☐ **Set up accountable tasks**
- ☐ **Provide and model a sentence frame to ensure students are practicing correct English**
- ☐ **Provide opportunities to practice with multiple partners**

ROUND ROBIN

RoundRobin



**Thinking about what you have
learned today,
Tell your team one thing that
you will use in your classroom
and why?**

**I will verb phrase
in order infinitive verb phrase.**

Personal pronoun, future verb tense

😊 make a request

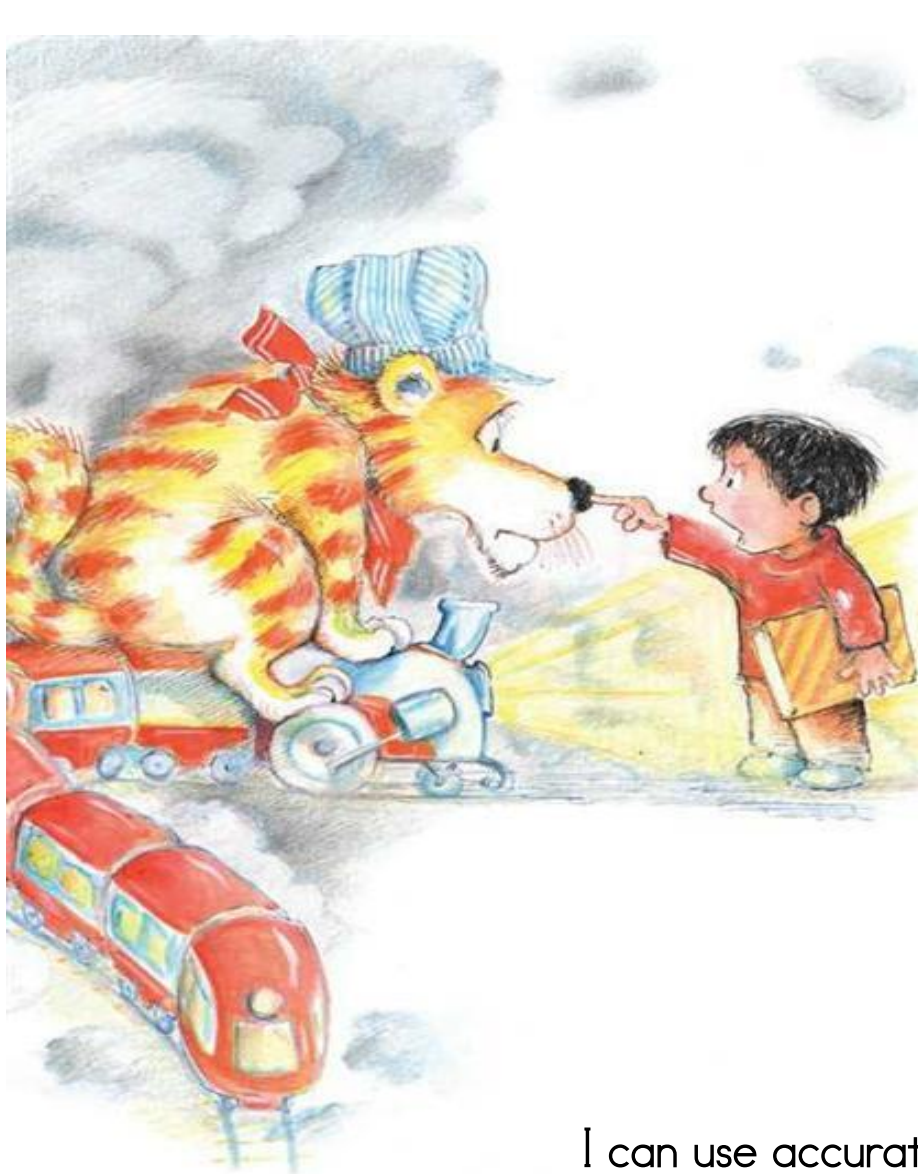
Function Junction

You are trying to read, but your friend keeps making noise and bothering you.

How would you ask your friend to stop being irritating and still be a friend?

I can use accurate syntax to generate a response to a social situation in which I express personal needs and emotions in complete sentences.

ELL II.LS.2.3 & CCELAS.1.SL.6



😊 ask for help



Function Junction

You are trying to sleep, but
you hear sounds in your
closet.

You don't want to look all by
yourself, so how would you ask
someone to come with you to
look in the closet?

I can use accurate syntax to generate a response to a social situation in which I express personal needs and emotions in complete sentences.

ELL III.LS.2.3 & CCELAS.1.SL.6

★ express a thought or opinion

This or That

Would you
rather be
the tiger or
the boy?
Why?

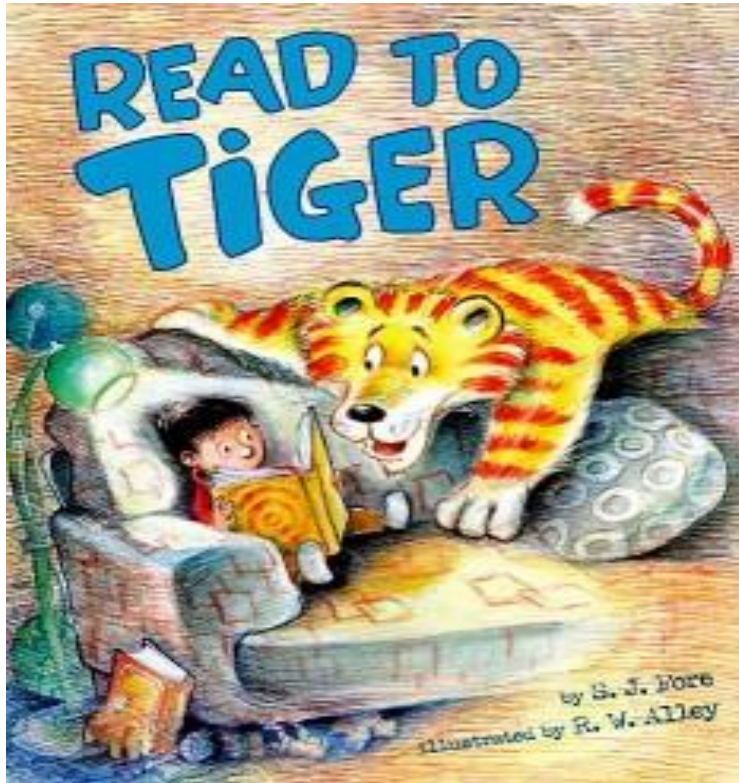


I can use complete sentences to express my opinion
with two reasons to justify my answer.

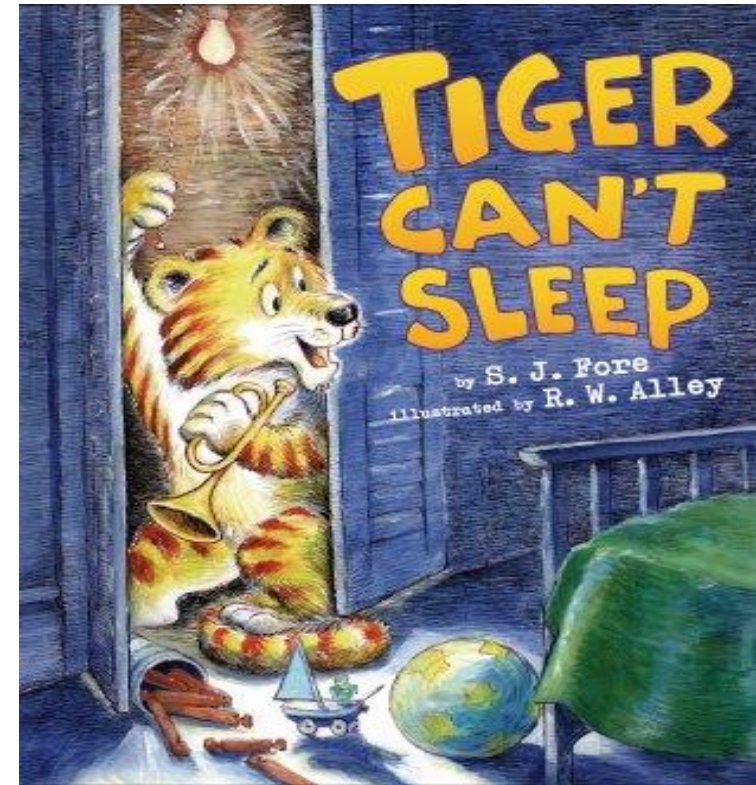
ELL III.LS.1.7 & CCELAS.1.L.6

★ express a thought or opinion

This or That



Which
story do
you like
best?
Why?



I can use complete sentences to express my opinion with two reasons
to justify my answer.

ELL II.LS.1.7 & CCELAS.1.L.6

I can use complete sentences to describe the similarities and differences between two characters.

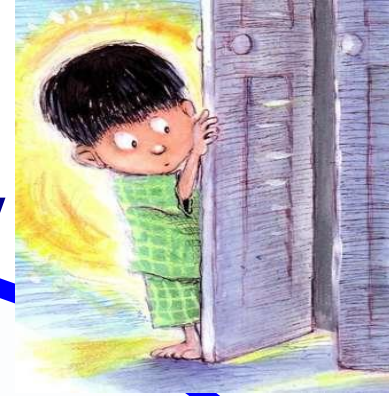
ELL II-LS-2:5 & CCELAS.1.RL.9

★ share information

Tiger

Boy

Both



I can use complete sentences to describe the similarities and differences between two stories.

ELL II-LS-2:5 & CCELAS.1.RL.9

★ share information

Both

